

which have been gathered together in this volume, and the practical advice which I am accustomed to offer to mothers and teachers, whether as to general lines of training or specific problems.

I may say at once, however, that I do not hold that any entirely new or innovatory educational principle emerges from this deeper understanding of the child's relation with his parents or fellows. Such is hardly to be expected, since wise mothers and gifted teachers have long known how to treat little children satisfactorily. Educational reform has not had to wait for psycho-analytic knowledge, although the latter has undoubtedly influenced educational thinkers of recent years in certain broad and indirect ways, such as by its emphasis upon the significance of the child's feelings, whatever these be, and of the imaginative life, whatever form this takes. Psycho-analysis has already contributed a great deal to the general re-valuation of the various aspects of mental life as a whole, in favour of feeling and activity as against an inactive mechanical learning or a crude intellectualism.

I hope to bring out in various specific details two main directions in which a deeper understanding of children's minds is likely to be of direct aid to educators: (i) in the reinforcement which it brings to certain already established educational principles ; and (2) in the correction and criticism which it offers of certain recent extreme tendencies among some educators of young children.

Let me first, however, bring into high relief those broad general facts of genetic psychology illustrated by this material, which appear to be relevant to the educational problem^as a whole.

The first such fact, of the deepest significance and widest relevance, is the reality and power of the

super-ego in the
early years. We have seen that from at least
the end of his
first year, the child is by no means a creature
of mere wish
or impulse. He has already within his own psyche
powerful
controlling and inhibiting tendencies. He is
already speci-
fically human, in the sense that the
characteristically human
function of the super-ego is present in his
psyche. This
inhibiting force, moreover, is by no means
entirely drawn
from the teaching of parents, or other external
influence : it
is in essence intrinsic and spontaneous to the
child's mind,